DOCUMENT RESUME

ED 191 638 RC 012 230

AUTHOR McKinnon, Linda T.; And Others
TITLE Mexican American Education Fact Sheets and Mini Reviews.
INSTITUTION ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Mar 80
CONTRACT 400-78-0023-Opt. 2
NOTE 18p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Biculturalism; Bilingualism; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; Ethnic Stereotypes; *Higher Education; *Library Services; *Mexican American Education; *Mexican Americans; Politics; Program Descriptions; Social Discrimination; Social Problems
IDENTIFIERS *Chicanas; United States (Southwest)

ABSTRACT

This collection of fact sheets and mini reviews deals with various problem areas in Mexican American education. "Mexican Americans in Higher Education" identifies the major factors (primarily money and language) which affect low enrollment and high attrition of Mexican Americans in institutions of higher learning, and suggests that colleges recruit more Mexican Americans, provide more effective counseling, and establish more Chicano programs. "Chicanas and Politics" presents a bibliography in six categories, covering the period from 1970 to 1978, which deals with the Chicana's activism in her struggle against racism, sexism, exploitation, and stereotypes. "Multicultural Education and Mexican Americans" looks at the failures of the American educational system to assimilate and acculturate Mexican Americans, and implies that the major factor for this discrepancy is the failure to understand the Mexican American student; the importance is stressed of approaches and attitudes of teachers and administrators in providing quality education for these students. "Library Services for Mexican Americans: Problems and Solutions" emphasizes problems in holdings, indexing, staffing, and locating materials in public, school, and university libraries and illustrates models and suggestions for solutions. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191638

MEXICAN AMERICAN EDUCATION
FACT SHEETS AND MINI REVIEWS

Prepared by

Linda T. McKinnon
Roger E. Masse
Maria Enciso Saxton

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ERIC Clearinghouse on
Rural Education and Small Schools
Box 3-AP
New Mexico State University
Las Cruces, New Mexico 88003

March 1980

RC 012230

MEXICAN AMERICANS IN HIGHER EDUCATION

Mexican Americans constitute the second largest minority group in the United States and are the largest minority group in the southwestern part of the nation. The majority of this Mexican American population is concentrated in five southwestern states: Texas, New Mexico, Arizona, Colorado, and California, with New Mexico having the highest percentage of Mexican Americans to its total population.

But in spite of the fact that the Mexican American population is concentrated in the southwestern part of the United States, the enrollment of Mexican Americans in institutions of higher learning in the Southwest does not reflect the percentage of Mexican Americans in the total population there. Of these five states with the heaviest concentration of Mexican Americans, only Arizona has an undergraduate enrollment that is proportionate to the Mexican American population of the state. In fact, according to the 1970 census figures, none of the other five states had enrollments in their institutions of higher learning that reached even half the percentage of their Mexican American population.

Although the Mexican American enrollment in colleges and universities has increased over the last few years, particularly in the first part of the 70's, the overall picture of Mexican Americans in higher education is still bleak. For instance, only one-fourth of the Mexican Americans who enter elementary school will ever go on to college; and of those who do, only one out of every four will graduate.

FACTORS AFFECTING LOW ENROLLMENT

There are several factors which may account for this low enrollment and high attrition of Mexican Americans in higher education, but two factors seem to stand out -- money and language.

MONEY

The primary factor affecting the low enrollment of Mexican Americans in institutions of higher learning is money. Most Mexican American students are from families of low income and, consequently, cannot afford the ever-increasing costs of tuition and books, much less room and board. For this reason the majority of Mexican Americans in institutions of higher learning attend two-year community colleges, thus eliminating the cost of living on campus. Also relevant to the Mexican Americans' low economic status is the fact that many of them attend college on a part-time basis; part-time attendance is more economically feasible for them because fewer books and a lower tuition enable many of them to experience higher education who would never be able to attend on a full-time basis. Yet another indication of the effect of economics on the Mexican American student is the fact that their enrollment in private colleges and universities is relatively negligible, the cost of the higher tuition being prohibitive for most of them.

LANGUAGE

A second factor which undoubtedly accounts for the disproportionate representation of Mexican Americans in higher education is language. Nearly all of the Mexican American students in higher education come from homes where Spanish is the principal language. Because the Mexican American students are part of two cultures and usually speak two languages, they feel insecure about their language abilities at the college level. As a result of language being such a basic requirement for the learning process, every aspect of language --reading, writing, speaking, listening --is involved in the educational process of higher education. Reading and listening are necessary in order for students to understand the ideas of others; they must have sufficient language skills to keep up with reading assignments and to understand class lectures. Speaking and writing are necessary in order for students to express their own ideas to others; they must have enough facility in the language to talk with confidence and to write with clarity. Writing is, for the Mexican American students as well as for the majority students, probably the most difficult aspect of using the language on the college level and certainly the most unavoidable.

OTHER FACTORS

Aside from the drawbacks of money and language, other factors are also responsible for the under representation of Mexican Americans in higher education. These other factors include a lack of academic preparation in their schools and a lack of parental emphasis in their homes on intellectual effort. The combination of these factors is enough to dissuade most Mexican Americans from even attempting to achieve a college education. Also not to be overlooked is the psychological effect which all of these factors have on Mexican American students,

who feel torn between two cultures and are unwilling to give up their identity in one in order to achieve success in the other.

RECOMMENDATIONS

The picture is not entirely without hope; there are some things that can be done and are being done to increase the number of Mexican Americans in higher education. Colleges themselves can help by doing more to recruit Mexican Americans through their high schools and by providing effective counseling for Mexican American students who are already enrolled. Also the establishment of Chicano programs and studies helps to attract and retain Mexican American students; the establishment of language programs, in particular, such as the teaching of English as a second language, would be helpful in drawing more Mexican Americans into higher education.

All in all, educators in institutions of higher learning should realize the potential of the students in the second largest minority group and do what they can to provide higher education for the many Mexican Americans who live in the United States, the fifth largest Spanish-speaking country in the world.

Prepared by Linda McKinnon

For further information contact: ERIC/CRESS, Box 3AP, New Mexico State University,
Las Cruces, NM 88003 (505) 646-2623

CHICANAS AND POLITICS
A Selected Bibliography

Chicanas have been involved in politics for years. However, the term "politics" has to be understood in a general sense when referring to the Chicana. Her present party activism is new, but her struggle against racism, sexism, exploitation, and stereotypes has a long history. Much is to be recorded, though, about her political participation in this nation. An effort has been made here to compile and classify the information available on this topic. Six different categories were used to classify the sources listed, which cover the period between 1970 and 1978.

I. INTRODUCTORY STUDIES

"The Chicana." A special issue, **El Grito del Norte**, 1971.
Newspaper anthology on the Chicana's role in history and in the present movement.

Cotera, Martha. "When Women Speak" **Event**, Jan. 1974, p.22.
Describes present condition of Chicanas and reviews their history, including the development of feminism in the Mexican culture.

Cotera, Martha. **Profile on the Mexican American Woman.** Available from: National Educational Laboratory Pub.,Inc., Austin, Tx., 1976. Reviews the history of the Mexican American woman and provides a profile of her present socioeconomic and political characteristics. ED 119 888

Hancock, Velia G. "La Chicana, Chicano Movement, and Women's Liberation." **Chicano Studies Newsletter 1 and 2**, Berkeley, Feb 1971.

Herrera, Gloria. **La Mujer Chicana.** Available from: ERIC Document Reproduction Service, Arlington, Va.,1974.
Includes Chicana history, poetry, and other writings by well-known Chicana activists - intended as a supplementary reader for secondary education students. ED 103147

"Historia de la Organización Nacional de Mujeres." **Regeneración**, Vol.2, No.4, 1974, p. 42.
Introduction to the philosophy, goals, and functions of the National Organization of Woman (NOW) -- in Spanish.

Longeaux y Vásquez, Enriqueta. "The Mexican American Woman." in **Sisterhood is Powerful.** Ed. Robin Morgan. New York: Vintage Books, 1970, p. 379.
Claims that women's liberation is not a viable answer for Chicanas outside the Chicano movement because the whole Mexican American family unit is involved in a human rights movement.

Lorenzana, Noemi. "La Chicana: Transcending the Old and Carving out a New Life and Self-Image." **De Colores**, Vol.2, 1975, p.6.
Historical profile of Chicanas, including statistical information.

Martínez, Elizabeth. "La Chicana." **Ideal**, Sep. 1972.

Molina de Pick, Gracia, "Reflexiones sobre el feminismo y La Raza." **La Luz**, Aug. 1972, p. 58.
Claims that both the Chicano and the women's liberation movements are bringing to light a Chicana that has always been misinterpreted and stereotyped.

Moreno, Dorinda, Ed. **La mujer en pie de lucha.** Mexico City: Espina del Norte Publications, 1973.
Anthology in English and Spanish focusing on the struggle of Chicanas against sexism, racism, and exploitation.

La Mujer Chicana. By the Chicana Research and Learning Center. Austin, Texas, 1976. ED 152 439

"Our Culture Hell: Feminism in Aztlán." A paper prepared for the Pacific Coast Council on Latin American Studies Conference in Monterey, California, Oct. 1972.
Important introduction to the Chicana movement.

Regeneración. Vol 1, No.3, 1973.
Special issue on the Chicana's roles, politics, education, and poetry.

Sutherland. Elizabeth, and Enriqueta Longeaux y Vásquez. **Viva La Raza: The Struggle of the Mexican American People.** Garden City: Doubleday & Co., Inc., 1974.
Historical perspective of Chicana women.

Vidal, Mirta. **Chicanas Speak Out! Women: New Voice of La Raza.** New York: Pathfinders Press, 1971.
Discusses liberation of Chicanas and third world women in the U.S.

II. FEMINISM

Aguilar, Linda Peralta. "Unequal Opportunity and the Chicana." **La Luz,** Jan. 1977, P. 29.
Analysis of "machismo" as it affects the employment of Chicanas.

Chávez, Jennie V. "An Opinion: Women of the Mexican American Movement." **Mademoiselle,** Vol.74, Apr. 1972, p.82.
Describes the frustrations of an activist Chicana when struggling against stereotypes.

Cotera, Martha. "Mexicano Feminism." **Magazín,** Sep. 1973, p.30.
Describes the many Mexican women who have contributed their feminism to history and claims that any feelings of feminism among Chicanas should be directed into the Chicano movement.

Escalante, Alicia. "A letter from the Chicana Welfare Rights Organization." **Encuentro Femenil,** Vol.1, No.2, 1974.

Nelto, Consuelo. "Chicanas and the Women's Rights Movement." **Civil Rights Digest,** Spring 1974.
Attempts to define the Chicana's role in the women's rights movement.

Olivárez, Elizabeth. "Women's Rights and the Mexican American Woman." Y.W.C.A., Jan. 1972.

Riddell, Adaljiza Sosa. "Chicanas and El Movimiento." **Aztlán,** Spring-Fall 1974, p. 155.
Discusses the social science myth about the Mexican American family and the externally imposed stereotypes about Chicanas.

Sáenz, Leonila Lopez. "¡ Machismo No! ¡ Igualdad Sí!" **La Luz,** May 1972.

Valdés-Fallis, Guadalupe. "The Liberated Chicana: A Struggle Against Tradition." **Women: A Journal of Liberation,** Vol.3, No.4, 1974.

Zinn, Maxime Baca. "Chicanas: Power and Control in the Domestic Sphere." **De Colores,** Vol.2, 1975, p.19.
Reviews women's roles in Mexican American family literature and concludes that women control family activities despite the patriarchal orientation of Chicano life.

III. POLITICAL SOCIALIZATION

Chapa, Evey, and Armando Gutiérrez. "Chicanas in Politics: An Overview and a Case Study." A paper presented at a symposium on la Mujer Chicana, University of Notre Dame, March 1975.
Focuses on the Chicana and discusses her political participation in the Chicano movement in Crystal City, Texas.

Gusmán, Ralph. **The Political Socialization of the Mexican American People.** New York: Arno Press, Inc., 1976.
Includes brief discussion of the role of the Mexican American woman in comparison to women in minority groups in Peru.

Gutiérrez, Armando. "Sex and Political Awareness," Chapter 5 of "The Socialization of Militancy: Chicanos in a South Texas Town." Diss. The University of Texas at Austin 1974, P.93.
Examines the differences in political attitudes between male and female Chicanos in Crystal City, Texas.

Tapia, Daniel Valdés. "Hispanic Women and Social Change." **La Luz,** Nov. 1978.

IV POLITICS: PERSONALITIES AND ACTIVITIES

Ávila, Consuelo. "Ecos de una Convención." **Magazín,** Sep. 1973.

Chapa, Evey. "Report from the National Women's Political Caucus." **Magazín,** Sep. 1973, p. 37.
Claims that this caucus did not include the viewpoints of La Raza women.

Chapa, Evey. "Mujeres por La Raza Unida." **Caracol,** Oct.1974, p.3.
Describes Chicana involvement in La Raza Unida Party in Texas and gives an account of the First Statewide Conferencia de Mujeres por La Raza Unida, San Antonio, Texas in 1973.

Cotera, Martha. "Chicana Caucus." **Magazín,** Aug. 1972, p.24.
Text of the presentation made at the first convention of the Texas Women's Political Caucus, Mesquite, Texas in 1972.

Cotera, Martha. "Conferencia de Mujeres por Raza Unida." **La Verdad.** Sep. 1973, p.3.
Short article about this conference, San Antonio, Texas in 1973.

"Dallas City Councilwoman: Biographical Sketch." **La Luz,** Aug. 1972, p. 28.
Describes the political life of Mrs. Martinez, a native of Dallas and a third generation Mexican American.

Hinojosa, Andrés. "Virginia Múzquiz: La Chicana del Año." A paper developed for the Carnegie Internship Program, Crystal City, Texas, Feb. 1974.
Relates, through an interview in Spanish, how Ms. Múzquiz came to be involved in political and community affairs and the formation of Raza Unida Party.

Lamont, Susan. "Texas Women Hear SWP, Raza Unida Candidates." **The Militant,** Apr. 1972, p.12.
Report on the participation of Raza Unida candidates in the first nationwide convention of the Texas Woman's Political Caucus.

Múzquiz, Virginia. "Gaining Control." **Event,** Jan. 1974, p.18.
Development, strategies, and progress of Raza Unida Party in the Crystal City community.

Newton, Clarke. **Famous Mexican Americans.** New York: Dodd, Mead, and Co., 1972.
Includes portraits of Chicanas Dolores Huerta and Lupe Anguiano.

"Polly Baca Baragán." **La Luz,** Nov. 1974, p. 24.
Brief notice of Ms. Baragán's candidacy for State Representative in Denver and her role in the Democratic Party.

Rodríguez, Olga. "Chicana Governor for California." **La Gente de Aztlán,** Mar. 1974, p.9.
Discusses the effect of the Socialist Party on issues concerning Chicanas--Ms.Rodriquez was SP's candidate for Governor of California in 1974.

"The Hispanic Woman." **La Luz, Sep. 1977.**
A special issue devoted to the Hispanic American figures in politics, business, medicine, engineering, science, literature, and health and human services.

Virgil, Máximo. "Mexican American Women Excel: La Charreada." **La Luz,** Nov. 1978, p.13.

"Washington Scene: MANA, the Voice of the Hispana in the Nation's Capitol." **La Luz,** Jun. 1977.
Short history of the Mexican American Women's National Association.

"Women's Caucus Makes History." **Regeneración,** Vol.2, No.3 1973, p. 32.
Discusses the development of the Chicana caucus.

V. ORGANIZATIONS

Chicana Research and
Learning Center
2434 Guadalupe
Austin, TX 78705
512/474-2811

Chicana Rights Project
MALDEF
15 - 9th St.
San Francisco, CA 94103
415/626-6196

Chicana Rights Project
MALDEF
Petroleum Commerce Bldg.
201 N.St.Mary's St.
San Antonio, T.X 78205
512/224-5476

Chicana Service Center
5340 E. Olympic Blvd.
Los Angeles, CA 90022

Comisión Femenil
Mexicana Nacional, Inc.
2115 - 9th St.
Berkeley, CA 94710

Comisión Femenil
Mexicana Nacional, Inc.
379 S. Loma Dr.
Los Angeles, CA 90016
213/484-1515

Concilio Mujeres
3358 Market St.
San Francisco, CA 94114
415/826-1530

LULAC (League of United
Latin American Citizens)
919 - 19th St. NW
Suite 430
Washington, D.C. 20006
202/296-6472

MANA (Mexican American Women's
National Association)
L'Enfant Plaza St. SW
P.O.Box 23656
Washington, D.C. 20024

Mujeres Pro Raza Unida
1110 General McMullen
San Antonio, TX.78237
512/224-7526

National Chicana Welfare Rights
Organization
P.O.Box 33286
Los Angeles, CA 90033

National Council of La Raza
1726 I St. NW
Suite 210
Washington, D.C. 20006
202/659-1251

National Women's Political Caucus
Chicana Caucus
1302 - 18th St.NW
Suite 603
Washington, D.C. 20036
202/785-2911

NOW Latin American Committees
c/o Elena Alperin
P.O.Box 66
Forest Hills, NY 10023

Spanish Speaking Women's National
Caucus
State Human Rights Appeal Board
250 Broadway
New York, NY 10007
212/488-2377

VI. BIBLIOGRAPHIES

Cabello-Argandoña, Roberto, and Patricia Durán. **The Chicana: A Comprehensive Bibliography.** Los Angeles: Bibliographic Research & Collection Development Unit, Chicano Studies Center, University of California, 1975.

Chapa, Evey. **Chicana Bibliography.** Austin, Texas: Chicana Research and Learning Center (In progress)

Córdova, Marcela. **Bibliografía de la chicana.** Lakewood, Co., 1975.

Cotera, Martha. **A Reading List for Chicanas.** San Antonio, Texas: Information Systems Development, 1973.

Gutiérrez, Lewis. **Bibliography on La Mujer Chicana.** Austin, Texas: University Center for the Study of Human Resources and the Minority Women's Employment Program, 1975. ED 125 823

La Raza Women Bibliography. By Concilio Mujeres, San Francisco, Calif., 1975.

Nieto-Gómez, Anna, Ed. **Estudios Femeniles de la Chicana.** University of California at Los Angeles, Daytime Programs & Special Projects, 1974.

Nupoll, Karin. **La Raza: A Selective Bibliography of Library Resources Addenda.** Northridge: California State University, 1978. ED 175 615

Prepared by Maria Enciso Saxton

Articles cited by ED number can be obtained from your nearest ERIC Microfiche collection. For further information, contact ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (505) 646-2623.

ERIC/CRESS

MEXICAN AMERICAN EDUCATION

Mini Review

MULTI-CULTURAL EDUCATION AND MEXICAN AMERICANS

"The Mexican American ethnic group is an enigma to nonprofessionals as well as to many educators and social scientists. American society has ingested diverse foreign people, assimilating and acculturating them, but those of Mexican ancestry appear to stand out as a glaring exception." (Carter, p. 5)

This failure to assimilate and acculturate Mexican Americans is nowhere more glaringly apparent than in the educational system of the United States. Many factors undoubtedly have contributed to this situation, but certainly a major factor is the failure of the American educational system to understand the Mexican American student. Older theories that used to account for this lack of assimilation centered around such ideas as cultural deprivation and racial inferiority. Such theories, unfortunately, were widely accepted for a long time; even today the vestiges of these beliefs underlie many attempts to provide an education for Mexican Americans.

Looking at the Overall Picture

During the 1960's there was an increased awareness of the inequities within the educational system of all minority groups, as a result of the reactions to the Civil Rights Movement. In the early 70's this interest waned somewhat, but by the mid 70's the federal courts had become a major advocate for change within the educational system, as massive amounts of federal funds began to be invested to bring about solutions to the educational and social problems of Mexican American citizens. The Chicano movement, characterized by such groups as La Raza, played an important role in this process.

But in spite of this federal aid and financial contributions from the state level over the years, the socioeconomic and academic plight of the Mexican Americans has remained relatively unchanged. Although there have been some improvements made, Mexican American school achievement remains in the same position relative to other groups, with their grade point averages still generally lower than those of Anglo students with the same school or district. As a result of the federal and state funding, older practices of discrimination against Chicanos have been modified, but few have been completely eliminated or even radically changed. Significant changes in the academic achievement of Mexican Americans, most observers feel, will have to come from further changes within the academic system.

Low Achievement

Interestingly, the differences between Mexican American and Anglo students do not show up during the early years of schooling; this fact suggests that there are not inherent differences in ability between the two groups. The progress of Chicanos and Anglos seems to be fairly equal through the fourth grade; after that the gap between the achievement of the two groups begins to widen, becoming more marked with each grade level. By the junior high level the gap has become considerable.

Studies show that by the junior high age level many Chicano students have dropped out mentally, if not physically. This mental withdrawal in the intermediate grades may be due to the inflexibility of the curriculum; it has become not only rigid but also irrelevant to them. Also, studies show that teachers do very little to counteract this mental withdrawal. Another relevant factor is that Mexican American parents support their children's school attendance and contribute to a good attitude on the part of the children toward education while the children are in elementary school, but as the children progress into junior high school, the school is farther away — physically and psychologically — from the parents. The friendly neighborhood school has become a distant, impersonal institution and parental support decreases considerably.

High Drop Out Rate

Following the mental withdrawal of the Mexican American students, actual withdrawal from the school system becomes noticeable in the 14-15 year age bracket and is most alarming in the 15-16 year age level. There are several factors which probably cause the drop out rate of Mexican Americans to be high.

Their lack of interest in and lack of participation in

extra-curricular activities may be a significant factor. With the introduction of additional activities to the regular curriculum, Chicanos find more that they cannot relate to, and the whole educational system becomes less important to them. Their retreat from extra-curricular activities may be the result of economic factors, but whatever the reason, the percentage of Mexican Americans participating in extra-curricular activities does not begin to approximate their percentage of the enrollment within the schools.

Another factor which seems to affect the drop out rate is the fact that many Chicano students leave school to become employed; this is particularly true in areas where Mexican Americans occupy the lower economic class, such as in the agricultural valleys of California and Texas. Somehow the schools unconsciously encourage this drop out rate, if only by their lack of concern. Studies have shown that the drop out rate is highest in agricultural communities where the youth is quickly absorbed into the job market. The drop out rate is lower in urban communities and in more open social systems where there is not a castelike social structure.

Yet another factor that may be responsible for the high drop out rate of Chicano students is the recognition that the school fails to equip the majority of Mexican Americans, even if they do stay in school, with the skills necessary to obtain middle-level social and economic positions after graduation. Therefore, Chicano students realize that the time spent in school could be better spent in the labor force, earning some income; all too often they see their Mexican American peers who have graduated from high school working alongside of them, doing the same kind of work that they are doing.

Not only do the schools not prepare the Mexican American students for middle-level social and economic positions, but also they do not prepare these students for college either. According to the findings in Carter's study, those Mexican American students who do stay in school for 12 years and graduate are poorly prepared to go on with a higher education. Of 100 beginning first graders in Texas, 4 Chicanos, 6 Blacks, and 21 Anglos will finish college. In New Mexico the figures are slightly more optimistic; of 100 beginning first graders, 7 Chicanos and 24 Anglos will finish college. Thus the Mexican American students, as a result of being fitted into a rigid educational system, seldom pursue a higher education.

Rejecting the Stereotype

In order to improve the achievement level of Mexican Americans and retain them within the school system, educators must recognize and reject the stereotyped image of the Chicano that has been held for so many years. "There can be no doubt," say Carter and Segura, "that numerous educators, especially in conservative areas of the Southwest, believe that Chicano children are inferior — that they are inferior because they are so obviously Mexican. Implicit in this belief is that Mexicans are culturally, if not racially, inferior." (Carter, Segura, pp. 119-120)

Few Anglo teachers and administrators are willing to interact with Mexican American students sufficiently to understand them and their way of life. If they did, Carter and Segura feel, they would discover that the stereotype of the Mexican American falls far short of what they are in reality; in turn educators would realize that the system they perpetuate falls short of providing an education for Chicano students equal to that it provides for Anglos. "Educators tend to argue that because the problem lies with the home culture, no fundamental changes are required of the school. The educational status quo is thus perpetuated. The situation today is little changed from that of the middle sixties." (Carter, Segura, p. 122)

Educators traditionally espouse simplistic explanations for complex social and psychological situations and then implement programs based on such views. For instance, by adhering to the cultural deprivation theory (that Mexican Americans are inferior because of their culture and heritage), educators assuage themselves of their responsibility to the Chicano students by placing the blame for this condition on the home, the neighborhood, and the overall Mexican American society. By recognizing that the Chicano student is bicognitive and bilingual and dealing with him on that basis, educators can go far toward rejecting the stereotype of the Chicano.

Refocusing the Image of the Chicano

If educators can reject the stereotype of the Chicano, they must then bring their abilities to bear upon seeing him as he really is. The following poem by Guadalupe Quintanilla, which concludes an essay in a collection of readings mentioned at the end of this paper, filters the essential elements of understanding, refocusing, the Chicano.

"Recipe for Cultural Understanding"

Take a cup of motivation,
Lace it with enthusiasm;
Add 3 teaspoons of understanding
Mix carefully with patience.
Sprinkle with common sense
And serve with a positive attitude;
In return you will receive
Self respect, satisfaction, and
Excellent results.

— Guadalupe Quintanilla

Mexican American students are representatives of families of low income; their parents have achieved a low level of education; they are products of a society that has emphasized their Mexican heritage but failed to relate this heritage to the Anglo society in which they must live. In the school system Mexican Amer-

ican students find themselves separated from those aspects of life that are familiar and comfortable to them. Yet in this situation they are expected to perform on an equal level with Anglos, although the Chicano students are in an environment that is unfamiliar and awkward to them, using a language that is not always their native one. Is it any wonder that the environment of the school system seems strange, if not hostile, to the Chicano students?

Most educators agree that the school achievement of Chicanos is low because of the language factor; by recognizing that it is not the learning ability of the Chicanos that is impaired but rather that it is his communications skills that are undeveloped, the teacher can do much to acclimate the students to an encouraging environment. Language is such a far-reaching skill that studies have shown that Mexican American students do well in the fundamental principles of math but poorly in the realm of problem-solving — not because they do not have the mathematical skills to solve the problem but because they do not have sufficient language skills to understand what the problem is.

The importance of language to the learning of Chicanos is also seen in another area. Mexican American students do well in artistic and musical fields; they have an acute sense of rhythm, and singing is a natural expression for them. Likewise, in related areas the Chicanos excel also; in such classes as art, photography, and shop in the secondary schools, these students do outstanding work. The primary reason is that there is little language involved in an understanding of art or music, and such courses as shop or photography offer material that is new to all students; thus, the Anglo students and the Chicano students are on an equal footing as far as background and preparation are concerned, and the Chicanos are not at a psychological disadvantage.

Addressing the Chicanos' Needs

After refocusing the image of the Chicano, educators must begin to see how they can meet the needs of the second largest minority group. The academic needs of Mexican Americans, like those of any other minority or majority group, fall naturally into three overlapping categories: facilities, teachers, and curriculum.

Facilities

The physical conditions of Mexican American schools are improved today over what they were in the past, but in many parts of the Southwest, the contrast between the facilities of predominantly minority schools and those of middle class institutions is great. "Minority schools are poorly maintained and dilapidated, often lacking landscaping and outside play facilities." (Carter, Segura, p. 221) Southern Texas and northern New Mexico seem to have the most inadequate physical facilities although all of the southwestern states have used federal funds to purchase equipment to upgrade the quality of the instruction; most districts have reached at least minimum levels of quality facilities. Particularly the Chicano schools in Anglo districts have seen improvements, but in some of the impoverished school districts with mostly Mexican American students, inequality of facilities is still apparent.

Teachers

Well maintained or well equipped physical plants do not necessarily guarantee a high quality of education, however. It is the human factor that is most essential to the well being of Mexican Americans in the school system. Teacher interest and enthusiasm, as well as teacher preparation, can often be key factors in determining the academic success or failure of Chicano students. Most teachers fail to see Mexican American students in their proper perspective of bicognitive, bilingual, bicultural backgrounds; all too frequently teachers unconsciously perpetuate the cultural deprivation myth of Chicanos by treating them as academically if not intellectually inferior to Anglos. Further, Carter and Segura found in their study of teacher-preparation institutions of the Southwest that very few of them contained topics related to the education of Mexican Americans. Even if teachers are sufficiently prepared by their teacher training programs, if the human element of understanding is missing, all of their academic preparation will not atone for this deficiency.

Curriculum

In the last analysis, it is the curriculum that must be altered to meet the needs of Mexican American students.

The ability to read is perhaps the most crucial skill learned in school, as mentioned earlier, because of the far-reaching effects of this knowledge. Yet in this area Mexican American children fail to reach the same level of proficiency that Anglo students do. At fourth grade level, Chicanos and Anglos appear to be reading about the same, but by the twelfth grade, one-third of the Anglo students are reading below their grade level whereas two-thirds of the Chicano students are reading below their grade level. In fact, while 19% of Anglo students in the twelfth grade cannot read at tenth grade level, 40% of Chicano students in the twelfth grade cannot read at tenth grade level. As mentioned earlier, this deficiency in reading ability affects other areas of learning, even math.

In addition to reading deficiencies, other language deficiencies of Mexican Americans need attention. The teaching of English as a second language can be extremely helpful to Chicanos; by recognizing that these students have proficiency in a language other than English, educators can see them more clearly as bicognitive individuals. This viewpoint on the part of educators helps Chicanos to gain a better self image of them-

selves so that their approach to learning language skills is done with confidence and self respect. The effect of teaching English as a second language, or any other course for that matter, is not beneficial if the program is remedial or compensatory.

Many times the special programs which the educational system does provide for Mexican American students lose their effectiveness if they are designed to be remedial or compensatory. These programs, based on the cultural deprivation or racial inferiority theory, do not address the real needs of the Mexican American students and, therefore, are ineffective in improving the quality of education for Mexican Americans.

Programs which are not remedial and compensatory in nature but are based on the theory that the Mexican American student simply has not had the opportunity to learn about certain elements of Anglo society are eminently successful. Two cases in point are television programs for children — "Carrascolendas" and "Villa Alegre." These programs present Mexican and Anglo children as being equal in their lack of exposure to the other's society. Approached in this way, Mexican American children learn as much as, and as well as any other children. Although these programs are intended for younger children, the same idea holds true for the learning of junior high and high school Chicanos.

All in all, it is the approach and the attitude of the educational system — and even more important, of the human factors within the system in the form of teachers and administrators — that can make the difference in the quality of education which our nation provides for Mexican Americans. In the foreword to their book, Carter and Segura (p. 2) include some pertinent comments by John Aragon, president of New Mexico Highlands University. His comments emphasize the importance of education to Mexican Americans — and indeed to all minority groups:

"Two thousand years from now, when some historian attempts to ascertain why the United States of America reached its point of influence and power within the family of nations in the twentieth century, the reader will have to conclude that a great part of this country's uniqueness was related to the noble experiment to educate the children of all the people."

REFERENCES

Carter, Thomas P. and Segura, Roberto D. *Mexican Americans in School: A Decade of Change.* ED 173 003. Publication date, 1979. 442 pp. (400-title bibliography)

RELATED MATERIALS

Ballesteros, Octavio A. *Preparing Teachers for Bilingual Education: Basic Readings.* ED 172 992. February 1979. 219 pp.

This book is a collection of essays by several authors, many of whom are Mexican American. The essays are all interesting and very readable; some are even in narrative form. They focus on such aspects of language as poetry, proverbs, etc. All of the essays would present the teacher of Mexican American students with unusual and interesting insights into the language from the personal experiences of many of the authors.

Garcia, Ricardo. *The Multiethnic Dimension of Bilingual-Bicultural Education.* ED 156 386. May 1978.

This article provides a framework, guidelines, and resources which suggest ways and means to utilize a multiethnic dimension in bilingual-bicultural programs. Multiethnic experiences add a significant dimension to these programs and minimize the severity of the transition between home and school in the early grades.

Hernandez, Leodoro and Carlquist-Hernandez, Karen. *Humanistic Counseling of Bilingual Students: A Continuous Process.* ED 174 915. Publication date, 1976.

The authors of this article suggest ways in which counselors can help Mexican American students to become bicognitive, biaffective, and assertive. A model as well as six examples of counseling methods is offered to help counselors. Overall the article attempts to help counselors come to a better understanding of the Chicano student. The authors maintain that counselors must accept and understand their own cultural background in addition to that of their students. Another idea is that because teachers instruct students for a limited time each day and counselors see students only two or three times a year, the two should work together to make better use of their limited time with the students.

Lira, Juan R. *An Investigation of Bilingual Teacher Training and its Effect on Bilingual-Bicultural Instruction.* ED 165 934. January 1979.

This paper analyzes a bilingual-bicultural program in a Texas school district. The program was intended to develop capability in English and Spanish. Although a sincere attempt seemed to have been made to prepare teachers for the program, inconsistencies between philosophy and practice were apparent. Recommendations are given that relate to the understanding of the goals of bilingual education, community involvement, curriculum, program assessment, and financial support.

Articles cited by ED number can be obtained from your nearest ERIC Microfiche collection. For further information, contact ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (505) 646-2623.

Prepared by Linda T. McKinnon

ERIC/CRESS

MEXICAN AMERICAN EDUCATION

Mini Review

LIBRARY SERVICES FOR MEXICAN AMERICANS: PROBLEMS AND SOLUTIONS

The many publications in the early 1970's on library services for Mexican Americans emphasized one idea: most members of the Mexican American community experience inadequate library services. Some advances were made in the 1970's in improving those library services, but problems in supplying the services continue. Fortunately, though, solutions to the problems have been developed and used in working models of programs for effective library services for Mexican Americans.

These proposed and operating solutions help libraries fulfill their functions. As librarians Cabello-Arandona and Haro explain, "Libraries are public service institutions established...to make expenditures which result in utility by the consumer and to insure that members of the community within the jurisdiction of the library derive various benefits" (3, p.20). To fulfill those functions for a Mexican American or Spanish speaking population that numbers 11.3 million people, that uses the second most often spoken language in the U. S., and that forms the second largest minority group in the U. S. (3), each type of library (community, school and university) must recognize the special kinds of problems each library faces and examine solutions for those problems.

PROBLEMS AND SOLUTIONS FOR COMMUNITY OR PUBLIC LIBRARIES

The public or community library faces many problems in meeting the needs of Mexican Americans, but solutions are available for most of the problems.

PROBLEMS

A first problem for a public library concerns the library holdings. A library's book and periodical collection may be deficient in Mexican American materials, and relevant materials in Spanish may not be ordered (3). For example, in a California survey to determine the library needs of the Mexican American community in San Bernardino, where 21% of the population is Spanish, the public library found that "services are inadequate in terms of quantity available" and that "there was a need for more bilingual materials" (15, p.437). Cuesta and Tarin, in a 1978 study, also indicate that "collections of bilingual and Spanish-language materials are small and difficult to locate within the maze of shelves in a library" (7, p. 1351).

In addition, the English language indexing system poses a problem. The bibliographic control to file Spanish materials may be inadequate because no adequate indexing system for resources by or about the Spanish speaking has been developed (4).

Another problem relates to the library staff. Often "bilingual-bicultural staff are unavailable or not easily identifiable among a predominantly Anglo staff"(7, p.1351). Thus, few Chicanos may be available on a library staff to assist Mexican Americans in using a library. In turn, the inadequate staffing may result from the low recruitment by library science schools of students from the Mexican American population (4). Moreover, little attempt may be made by the library profession to determine the community desires about library services or the percentage of the population literate in English and/or Spanish (5).

Other problems exist outside the library. The Spanish speaking community may be apathetic toward the library. A fear or mistrust of unfamiliar institutions and a hesitancy about using someone's materials may produce an absence of library use by the Chicano community (5). In his study of 600 Spanish speakers in a community in California, Haro found that 41% did not speak English, that of the 59% who did speak English 65% did not use the library, and that 89% would use the library if Spanish were spoken and if Spanish materials were available (12). Thus, because a library may not stock Spanish materials, may not seek to acquire popular materials or relevant Chicano literature, may not determine the information needs of the community, and may not staff Spanish speakers and use professional minority group members or encourage recruitment of Spanish speakers in library science schools, many Mexican Americans will not use the services of the public library. The public library, then, has difficulty fulfilling its function because it does not serve a large portion of the public.

SOLUTIONS

Fortunately, many models of programs have been suggested or developed to help libraries serve Mexican Americans.

Basic Model. A basic model program is presented by Bayley and Schexnaydra in "A Model for Public Library Service in the Mexican American Community" (1). The model program describes a multimedia community library, which is bilingual and multicultural and which is concerned with supplying materials not covered by educational institutions for out of school adults. The model suggests improvement of a Mexican American collection by acquiring Chicano literary works, which include books in Spanish and English, ethnic classics, American bestsellers in translation, Mexican bestsellers, and practical self-help books, and by acquiring Chicano newspapers and magazines such a *El Chicano, Chicano Times, El Renacimiento, El Sol, El Tecolote, El Grito del Sol, Caracol, De Colores Journal, Nuestro, La Raza, Claudio, Selecciones del Reader's Digest, and Mecanica Popular.* The model also describes other services that could be provided, such as Adult Basic Education Learning Centers, Information Referral Services (for every day problems), Story Telling in Spanish and English, Special Programs for Youth (on drugs, teenage pregnancies, careers, and job training), audio-cassettes and multi-media for non-readers, a decentralized library collection, and a mobile van to take library materials to residents.

Additions to the Basic Model. The model program provides some solutions to problems but could also include development of an appropriate indexing system to insure access to information by or about the Spanish speaking. The system could be part of the strict English language indexing system. The Alameda County Library in Northern California, for instance, uses a bilingual Spanish language subject index called La Lista de Encabezamientos (3).

To further assist library services for Mexican Americans, a model library could also employ more bilingual and bicultural staff members. If materials are available for Mexican Americans and if an indexing system is provided, qualified staff members are needed to assist the users. The Equal Employment Opportunity Act, which helps to eliminate unbalanced representation of minority groups, could be used to justify increasing Mexican American staff; however libraries have been slow to staff through EEO and few Mexican Americans are promoted above entry levels (3). More Spanish speakers need to be hired at the professional and supportive levels(4).

Because part of the staffing problem originates in the low number of Spanish surnamed graduates from library science schools, programs have been developed to increase minority graduates. Illinois State Library developed the Illinois Minority Manpower Pilot Project to help minorities pay for library degrees and the National Minority Referral Network of Office for Library Personnel (ALA) helped graduate library programs identify qualified minority students (3). To assist library science departments in recruitment, Trejo developed a model curriculum for recruitment of ethnic librarians (18).

All of these solutions, though, have little effect if the Mexican American community doesn't know what the library offers. When it found in its survey that only one in four interviewees had a library card, the San Bernardino library concluded that "a major promotional effort is required to communicate the basic concept of a free public library" (15, p. 437). One promotional effort could be outreach programs that take library services to the community. Multimedia mobile units could inform the community of benefits of the library, especially if the community members have little idea of what a library is and do not know that it is free, that other materials and books besides textbooks and classics are available, and that nonprint materials and information that help solve everyday problems are available (1). In addition to these solutions, a model library can encourage the community to become more involved in determining what library services can be provided. The community members could gain representation on library boards or could establish neighborhood boards (5). Such boards could decide what needs and educational, cultural, and survival information the library should meet or provide (2). And for paying for all these services, a basic model library could use local tax monies and additional sources of funding, such as LSCA and Community Development Bloc grants (7).

Models in Operation. Several of the described solutions have been put into effect in a number of public libraries across the U. S. One model program for library services for Mexican Americans was developed in Oakland, California. La Biblioteca Latinoamericana released circulation procedures, personalized services, provided a bilingual staff and collection, and presented cultural programs such as Spanish language story hours (3).

In Tucson, Arizona, to better train librarians to serve Mexican Americans, the University of Arizona developed an Institute for Spanish Speaking Americans in its Graduate Library School. In Albuquerque, New Mexico, Model Cities Library was developed to serve five barrios with a large collection of Spanish material, a Spanish speaking staff, and specialized services for Spanish speakers who do not know English (3). In Texas, the Public Library of El Paso developed an effective program because it used a bilingual staff, "want lists" of community needs, and bookmobiles to compensate for geographic distance between the library and its users. The model was developed to preserve and disperse culture and to provide cultural identifiers for the users (11).

A model for library services for Mexican Americans was developed in Crystal City, Texas, to

serve the 90% Mexican American population. The model depended on an outreach program, a door-to-door campaign, special services. an increased bilingual staff, public media releases on the Spanish language radio station, free book packets, and the establishment of a local folklore collection (2). The model program also increased its collection of relevant materials by looking at what the community read, by using the community as a source for what was needed. In eastern Texas, the Carnegie Branch of the Houston Public Library developed a model program to make the library more visible to Spanish speakers by establishing a shopping center book table, by distributing library cards in neighborhoods, by contacting barrio centers and leaders, and by distributing books under a Reading Is Fundamental Program (Houston Foundation). A neighborhood information center established an Adult Basic Education Project and a Magic Years Senior Citizens Group to bring the library services to the community (16). A 1978-1981 project, "Ciudadno: The Mexican American in Houston," was also developed at the Houston Public Library for the "city dweller" to learn of the cultural heritage of Mexican Americans (14).

In Washington, D.C., the Martin Luther King Memorial Library devised a bookmobile service for Hispanic Cultural Centers and a Dial-A-Story Service, which presented stories in Spanish at periodic intervals (9). At the Williamsburg Branch of Brooklyn Public Library, El Centro Hispano de Informacion, a Spanish language information center, was formed to extend job information to Spanish speakers (9). And at the Newark (N.J.) Public Library, foundation backing was won for a bilingual program to purchase Spanish language resources, to print and develop multimedia materials, and to hire a bilingual professional (15).

As these models began operating, a group of American Library Association members who worked in public libraries began an organization in 1971 to serve Spanish speakers. The organization, REFORMA or National Association of Spanish Speaking Librarians, promotes better library services to Latinos and seeks to correct disparities in existing services. The organization has headquarters in Los Angeles and branches in Tucson, El Paso, Austin, Chicago, and New York (17, p.8).

PROBLEMS AND SOLUTIONS FOR SCHOOL LIBRARIES

Other types of libraries face many of the problems in services for Mexican Americans that have already been discussed, but public school libraries face special problems, which require special solutions.

PROBLEMS

In acquisitions of materials, public school libraries face problems of "evaluative criteria for purchasing foreign produced texts" and scattered ordering procedures used by teachers, administrators, and librarians (6, p. 102). The diverse ordering of materials affects inventory and produces duplication. Another problem is the lack of bilingual school librarians. The librarian who does not speak Spanish may have problems with cataloging and using bilingual educational materials. The librarian may not be able to properly evaluate foreign produced texts or to properly judge U. S. Chicano materials. In addition, the location of materials in the school is a problem. Often the materials are scattered in several bilingual education classrooms and are not in a school library. Thus, a librarian may not feel that much should be done with materials that are not under the control of the library.

SOLUTIONS

Fortunately, these problems particular to school libraries have solutions. For instance, to provide acquisition of materials, the librarian can develop several solutions. With the advent of bilingual education, more funds are now available for buying materials in other languages (6). These materials can be acquired with the assistance of Las Americas and Bilingual Educational Services and the Assessment and Dissemination Centers for Bilingual Education in Texas and in Massachusetts (6).

For the problem of diverse departments within a school system ordering materials, acquisition of materials could easily be centered with the librarian. A set of procedures could be established to order all items through the library. For the problem of lack of bilingual school librarians, two solutions are available. Paraprofessional or parent volunteers could translate titles and content for cataloging. Or originators of bilingual materials could provide classification numbers and subject headings (6). Additionally, the library science schools could provide training for processing the bilingual educational materials in public schools (6).

As they are being processed, though, materials need to be evaluated. Librarian Martha Cotera in "The Impact of Bilingual Education on School Library Services" provides a checklist to evaluate Chicano materials in terms of relevancy, authenticity, racist stereotypes, sexist stereotypes, and language stereotypes; she also provides rating sheets to identify cultural, linguistic, and historical biases (6, pp.114-116). The last problem, that of location of materials in a school, could easily be solved by placing all the materials in the school library. Then all classes would have easy access to the materials. The bilingual education collections would then be in one central location rather than in separate classroom collections (6).

PROBLEMS AND SOLUTIONS FOR UNIVERSITY LIBRARIES

Public school libraries are not the only libraries that have to solve special problems. University libraries also have a special set of problems, which need solutions.

PROBLEMS

One of the purposes of university or academic libraries is to support university classes. A second purpose is to perform a public service function for students. But with increased enrollment of students from disadvantaged areas and special programs to admit minority students into universities, academic libraries face problems of students with low reading levels and low library use. At the same time the academic library must fulfill a third function; it must support research by providing materials for scholars.

To fulfill its functions, a university library thus must provide essential materials for different groups of people. For disadvantaged students, a university library must provide more applicable books and non-book media and employ "empathetic" librarians who help students adapt to academic life (3). At the same time the academic library has to provide materials for students in Chicano studies classes. And the library needs to serve as a depository for Chicano materials to provide research materials for scholars (13). Such collections need to include basic books (like *Sal Si Puedes, North from Mexico, Barrio Boy, and Chicano Manifesto),* oral histories, data bases, theses, audiovisual materials, archives, 16mm movies, posters, microfilm, phono-recordings, photographs, art works, slides, vertical files, and transparencies (19).

SOLUTIONS

One solution for the problem of service to Mexican Americans at the university level is to establish an "ethnic library," which is either separated from the main library or made part of a special collection. Such a library would employ subject specialists and bilingual/bilcultural librarians. The library could also use the people in special ethnic studies programs to develop resources (10).

Such special libraries or collections already exist and serve as models of university libraries that support university programs or classes and university research. For example, the Chicano Studies Library at the University of California (Berkeley) was developed to house a variety of Chicano materials, many serials, a Chicano Art Center, and microform/audiovisual services (19). It developed a special collection within a centralized Chicano library. Also in California, the Chicano Research Library at UCLA received funding from the Chicano Studies Center and developed a collection of over 4500 titles, subscribed to 250 current periodical titles, and employed a full time staff of six persons (19).

Other models provide additional solutions. The Institute of Oral History at the University of Texas at El Paso has collected more than 284 oral collections on the social, political, and economic history of Chicanos and has published such books as *Border Boom Town: Ciudad Juarez and The Chicano Experience (19).* The Pan American University Library at Edinburg, Texas, developed a comprehensive collection of Chicano materials for monographs and serials and, with the Pan American University Library at Brownsville, developed a computer-printout bibliography of Chicano materials (19). At the University of Texas in Austin, the Mexican American Library Project is collecting library materials of and by Spanish speakers in the U.S. with an emphasis on the Mexican American. In addition to a base collection, archival materials, and personal collections, materials were and are collected on the socio-economic impact on the Southwest of the Mexican American border situation and on migrants, prominent Spanish people, local Chicano organizations, and Mexican American housing and education (19).

Other locations with Chicano resources are developing at university libraries at the University of Southern California in Los Angeles, at California State in Fullerton, at the University of California in San Diego, at Arizona State in Tempe, at the University of New Mexico in Albuquerque, and at Baylor University in Waco (19).

SOURCES FOR FURTHER INFORMATION

The following list provides a summary of sources for information on library services for Mexican Americans.

1. BASIC SOURCES

Library Services and Materials for Mexican Americans: A Selected Topics Bibliography of ERIC Documents. 1977. ERIC ED 152477 (A 93-item annotated bibliography of 1964-1976 resource materials from *Resources in Education* and *Current Index to Journals in Education)*

Library Services to Mexican Americans: Policies, Practices and Prospects. Ed. by Roberto Urzua and others. 1978. ERIC ED 151110. (Twelve useful articles)

Public Libraries and Mexican Americans: A Selected Topic Bibliography of ERIC Documents. 1977.
ERIC ED 152477. (An annotated bibliography of 1970-1976 resource materials in *RIE* and *CIJE)*

Woods, Richard D. *Libraries and Mexican American Bibliography.* 1977. ERIC EJ 153998. (Seven criteria for improving Chicano bibliographies)

2. MODEL COLLECTIONS OF MEXICAN AMERICAN MATERIALS

Bibliography of Writings on La Mujer. 1976. Compiled by Cristina Portillo and others. ERIC ED 164216. (A 283-item list of 1960-1976 materials on Chicanos)

Buttlar, Lois and Lubomyr R. Wynar. *Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries.* Littleton, Colorado: Libraries Unlimited, 1977. (An annotated bibliography of print and non-print materials)

Chicano Literature: A Selective Bibliography. Ed. by Frank Scott and others. 1977. ERIC ED 147051. (A 246-item list of 1896-1977 reference materials)

Chicano Studies Bibliography: A Guide to the Resources of the Library at the University of Texas at El Paso. Fourth Edition. Ed. by Benjamin Marquez and others. 1975. ERIC ED 119923. See also Third Edition (ED 081524), Supplement to Third Edition (ED 124339), and Second Edition (ED 124338).

Guide to Chicano Resources in the University of Arizona Library. Compiled by Iliana Sonntag. 1976. ERIC ED 153663.

La Raza: A Selective Bibliograghy of Library Resources. Compiled by Karin Nupoll. 1978. ERIC ED 175615. (A 1,616-item list of 1960-1978 books, periodicals, art works, recordings, and government documents)

Library Guide to Chicano Studies. Compiled by Octavio Sifuentes. 1976. ERIC ED 153778. (A 1,036-item list of resources at Ventura College on history and culture of Chicanos)

Library Services and Chicano Periodicals. Ed. by Roberto Cabello-Argondona and others. 1971 ERIC EJ 068713. (A 206-item listing of Chicano periodicals)

Rendon, Armando. "Chicano Periodicals as Classroom Resources." *Interracial Books for Children Bulletin,* No. 7-8 (1975).

3. ARTICLES ON SPECIFIC STRATEGIES FOR SERVING MEXICAN AMERICANS

"Chicano Information Center Set Up in Chicago." *Library Journal,* 98 (October 15, 1973).

EPIE Report: Selector's Guide for Bilingual Education Materials. Volumes I and II. New York: EPIE Institute, 1976.

Fernandez, Nelly. "Outreach Program for Chicanos." *California Librarian,* 34, No. 1 (January, 1973).

Haro, Roberto P. "Academic Library Services for Mexican Americans." *College and Research Libraries,* (November, 1972).

Josey, E.J. "The Role of the Academic Library in Serving the Disadvantaged Student." *Library Trends,* 20, No. 2 (October, 1971).

Salazar, Marilyn. "Referral Network to Assist Minority Applicants to Library Schools." *American Libraries,* 4 (September, 1973).

Smith, Beckie S. *Preliminary Study of Indexing Needs and Alternative Indexing Systems for Spanish Speaking Library Users.* Nashville: Fisk University Library, Research Program in Ethnic Studies Librarianship, 1976.

"Spanish Outreach Programs." *Library Journal,* 98 (November 15, 1973).

Trejo, Arnulfo D. "Modifying Library Education for Ethnic Imperatives." *American Libraries,* 8 (March, 1977).

Wynn, Barbara. "Oakland, California: La Biblioteca Latinoamericana." *Wilson Library Bulletin, (March, 1970).*

LITERATURE CITED

1. Bayley, Linda, and Linda Schexnaydre. "A Model for Public Library Service in the Mexican American Community." *In Library Services to Mexican Americans.* 1978. ERIC ED 151110.

2. Caballero, Cesar. "Public Library Boards, The Chicano and the Political Process." *In Library Services to Mexican Americans.* 1978. ERIC ED 151110.

3. Cabello, Roberto, and Robert P. Haro. "Library Services for the Spanish Speaking: A Systematic Review and Analysis." In *Library Services to Mexican Americans.* 1978. ERIC ED 151110.

4. Cabello-Argandona, Roberto, and Roberto Haro. *Systems Analysis of Library and Information Services to the Spanish Speaking Community of the United States.* 1977. ERIC ED 143368.

5. Cotero, Martha P. "Concepts of Information Services in a Chicano Context." In *Library Services to Mexican Americans.* 1978. ERIC ED 151110.

6. Cotero, Martha P. "The Impact of Bilingual Education on School Library Services: Some Problems and Recommendations." In *Library Services to Mexican Americans.* 1978. ERIC ED 151110.

7. Cuesta, Yolanda, and Patricia Tarin. "Guidelines for Library Service to the Spanish Speaking." *Library Journal,* (July, 1978): 1350-1355.

8. Duran, Daniel Flores. "REFORMA." *The ALA Yearbook,* 4 (1979): 237-8.

9. "Ethnic Libraries." *The ALA Yearbook,* 4 (1979).

10. Haro, Roberto P. "Academic Library Services for Mexican Americans." *College and Research Libraries,* (November, 1972).

11. Haro, R. P. "Libraries on the Border." *California Librarian*, 34, No. 1 (January, 1973).

12. Haro, R. P. "How Mexican Americans View Libraries." *Wilson Library Bulletin*, (March, 1970).

13. Padilla, Raymond V. *Providing Library Services for the Chicano Studies Program at the University of California, Berkeley: Policy, Issues and Recommendations.* 1973. ERIC ED 164147.

14. Pound, Mary. "Texas." *The ALA Yearbook*, 4 (1979).

15. "Services to the Spanish Speaking." *Wilson Library Bulletin*, (February, 1979): 436-7.

16. Shirk, John C. *An Experiment in Library Communications. 1976. ERIC ED 143348.*

17. *Taylor, Jose G. "The Profession and Services to the Spanish Speaking: Library Reform Sought by Bilingual Group (REFORMA)." Interracial Books for Children Bulletin*, No. 7-8 (1975).

18. Trejo, A. "Modifying Library Education for Ethnic Imperatives." *American Libraries*, 8 (March, 1977).

19. Urzua, Roberto Jr. "Chicano Libraries, Special Collections, Projects: An Overview." In *Library Services to Mexican Americans.* 1978. ERIC ED 151110.

Articles cited by ED number can be obtained from your nearest ERIC Microfiche collection. For further information, contact ERIC/CRESS, Box 3AP, Las Cruces, NM 88003 (505) 646-2623.

Prepared by Roger E. Masse
Department of English
New Mexico State University

For further information contact: ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003 (505) 646-2623